Strategies and Possibilities for AAA Mentoring

Report to the AAA Executive Board
by the AAA Mentoring Working Group
October 28, 2014
Outline

• Overview
• Literature Review
• AAA Mentoring Frameworks
• Selected Mentoring Examples
  1. Society for Visual Anthropology
  2. Council on Anthropology and Education
  3. NAPA National Association for the Practice of Anthropology
  4. aba Association of Black Anthropologists
  5. American Anthropological Association
• Other Mentoring Considerations
• AAA Pilot Grant Program
• Summary and Conclusions
• Recommendations
• Appendices
Overview
The AAA Mentoring Working Group was established to explore mentoring practices – current and potential

Selected parameters

- Mentoring discussion took place at AAA Executive Board (EB) Meeting, May 2014

- Working Group appointed by Monica Heller (AAA President)
  - Elizabeth Briody (Chair)
  - Haleema Burton (AAA Staff)
  - Alex Barker
  - Lynn Bolles
  - Mary Odell Butler
  - Rosemary Henze
  - Karen Nakamura
  - Karen Williams

- Timeframe: June – Oct. 2014
- Additional support from
  - Riché Barnes (Coordinator, ABA Works-in-Progress Mentoring Program)
  - Tara Eaton (NAPA Mentor Program)
  - Marla Frederick (ABA President)
  - Samantha Gottlieb (AAA Leadership Fellow)
  - Tom Greaves (Coordinator, NAPA Mentor Match Program)
  - Jonathan Marion (SVA President and SVA Mentor)
  - Kimberly Montoni (NAPA Mentor Program)
  - Terry Redding (Chair, NAPA Communications)
  - Niel Tashima (Chair and Co-Founder, NAPA Mentor Program)
  - Natalie Underberg-Goode (SVA Mentor)
Our Mentoring Working Group had three goals

1. Define a **framework for mentoring** useful for the AAA and Sections, including a pilot project

2. Describe **mentoring activities** within the AAA and Sections, including any best practices

3. Make **recommendations** to improve connections, interactions, and information sharing among anthropologists and anthropologists in training through mentoring
We used several data sources to learn about mentoring within the AAA

- AAA and Section websites
- 2013 Section Reports to the EB
- Discussions with members in selected Sections
- Circulation of and feedback on our compiled list of AAA and Section mentoring activities by members of the Section Assembly
- Dissemination of draft slides for comment and input to the 8 members of our Working Group and the 10 other anthropologists offering additional guidance and feedback
Literature Review
We began our work with a brief review of the mentoring literature*

• Definition:
  – No agreement on a single definition of mentoring
  – Definitions may include transmission of knowledge, skills, and psycho-social support related to work, career, or professional development

• Good mentors typically share certain attributes:
  – Offer educational and career-related advice
  – Share their ideas on career tracks and planning
  – Provide suggestions and critiques for technical talks and job interviews
  – Foster connections into professional networks

* See References
Views of mentoring have changed over time

• Traditional view of mentoring
  – Pairing a more expert person with a less expert person
  – Face-to-face communication between the two
  – Discussions over an extended period of time

• More recent views of mentoring
  – Novices and experts are engaged in working together toward shared goals
  – Mentors can be anyone you can learn from – including peers
  – Having multiple mentors simultaneously can be effective
  – Having a mentor at any life stage can be valuable
  – Not necessary for the mentor and mentee to have a lot in common; mentoring across diverse racial, ethnic, or gender groups can be helpful
  – Supporting people of color can be an important component of mentoring
  – Picking your own mentors can lead to productive mentoring relationships
  – Mentoring should be integral to professional cultures
AAA Mentoring Frameworks
AAA and 37/40 Sections indicate that they offer some type of mentoring-related activity

- Mentoring at Specific Venues beyond Annual Meeting (N=5)
- Networking/Receptions (N=6)
- Workshops (N=11)
- Student Board/Committee Seat (N=10)
- Student Travel Subsidies (N=9)
- Student-oriented Sessions (N=11)
- Long-term Mentor Match (N=5)
- One-time Mentor Match with Partner (N=5)
- One-time Mentor Match (N=5)
- Student Awards (N=23)

Other (e.g., Listservs, Social Media, On-line Resources, Podcasts)
We found no single model of mentoring, though it is typically equated with student training

• Takes a variety of forms (e.g., one-on-one discussions, large group interactions, networking, presentations/roundtables with Q&A)

• What some might consider mentoring (e.g., one-on-one relationship between mentor and mentee), others might view as ancillary activities (e.g., designated Board seat for a student, hosting student competitions)

• Continues to develop over time*
  – Considering “mock job interviews or portfolio reviews for grad students” (CSAS)
  – Inaugurating the “International Early Career Scholar Travel Grant” in 2014 (SPA)
  – Considering re-starting its “Mentorship for Graduate Students and Recent PhDs” (AQA)

* See Appendix A for Abbreviations Cited
For example, some Sections emphasize in-person mentoring

When mentoring happens at the annual meeting, it can occur alongside and reinforce other events
Others indicate that one-on-one mentoring can and does occur – virtually

“I'm sorry, but all my interactions as an SVA mentor were via email/phone/Skype so I don't have any images (for you).”

Email from mentor on 100214 to AAA Mentoring Working Group

... and does not necessarily have to take place at the annual meeting
Generally, mentoring within the AAA corresponds to the traditional view identified in the literature

- Conceptualized as an asymmetrical relationship between two people
  - Professor and student
  - Seasoned professional and new professional
  - Senior scholar and junior scholar

- Senior or more experienced individual offers advice, guidance, and assistance to someone who is less of an expert
This traditional view appears in the descriptions of mentoring on the AAA website

“... fellows will be paired with a mentor chosen from among AAA leadership ....”
(AAA)

“These fellowships are intended to support professional development and mentoring in the field of educational anthropology for scholars early in their academic careers.”
(CAE)

“... members interested in being mentors for students....”
(SVA)

“The continuity consists in having a junior person learn as much as possible about the tasks in the respective committee, then assume the lead role, and in the process transfer that knowledge to another junior person.”
(ALLA)

“... mentees receive useful guidance in defining career goals, customizing resumes, and developing a valuable professional network.”
(NAPA)
We created a new framework, expanding the concept of the mentoring relationship

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<tr>
<th>Interaction Encouraged and May Occur</th>
<th>Interaction Occurs at Least Once</th>
<th>Multiple Interactions Occur Over Time</th>
<th>No Interaction (Required)</th>
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<td>Individual-to-Individual</td>
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<td>Individual-to-Group</td>
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Widening the lens on this traditional view takes into account what Sections collectively offer

**Individual-to-individual** (as peers)

- “Peer mentoring event”
- “Workshops”
- “Grad student lunch workshop”

**Group-to-group**

- “Dinner organized by graduate students at annual meeting”
- “Brown bag lunch series on three anxiety areas”
- “Panel/session of student prize winners”

**Individual-to-group or Group-to-individual**

- “Emerging Leaders in Anthropology Program”
- “Mentoring Breakout Session”
We used this framework to categorize AAA and Section (emic) views of their reported mentoring activities

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<tr>
<td>• Meeting for advice at annual meeting</td>
<td>• Leadership Fellows Program</td>
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<td>• Journal peer review</td>
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<td>• “Instant Mentoring” at annual meeting</td>
<td>• “Work in Progress Program” (matching of junior and senior scholars)</td>
<td>• “Mentor Match Program” (matching of senior anthropologists with graduate students)</td>
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<td>• SVA-sponsored Mentoring Pilot at annual meeting</td>
<td>• Matching of senior anthropologists with graduate students</td>
<td>• “Presidential Fellows Program” (year-long mentoring with travel award to annual meeting)</td>
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<td>• “Careers Expo” at annual meeting</td>
<td>• Asking questions at the Information table at annual meeting</td>
<td>• Office for promotion and recruitment</td>
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<td>• Asking questions at the Information table at annual meeting</td>
<td>• Discussions outside annual meeting about papers, proposals, films/photography</td>
<td>• Summer field school</td>
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<td>Individual-to-Group</td>
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<td>• Prize to recognize grad student work</td>
<td>• Board seat for students</td>
<td>• Podcast series</td>
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<td>• Travel award</td>
<td>• Student volunteers on Board</td>
<td>• Blog</td>
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<td>• Workshops</td>
<td>• Students as committee members</td>
<td>• AAA career videos</td>
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<td>• “Student-Faculty Mentoring Workshops” (over lunch/coffee)</td>
<td>• Committee members</td>
<td>• AAA Wednesday Webinars</td>
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<td>Group-to-Group</td>
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<td>• Prize winners encouraged to work with editors</td>
<td>• Hosting student competitions</td>
<td>• Listservs</td>
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<td>• Students encouraged to present papers and professors to mentor them</td>
<td>• Sessions geared toward students</td>
<td>• Social media</td>
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<td>• Members encouraged to bring students to meetings to participate in poster events</td>
<td>• Roundtables and panels</td>
<td>• Posting mentor listing (of available mentors on section website)</td>
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<td>• “Brown bag lunch series on three anxiety areas”</td>
<td>• Panel/session of student prize winners</td>
<td>• Posting “FAQs” (website posting on study and career questions)</td>
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<td>• Visual Research Conference</td>
<td>• Panels and workshops to guide underclassmen planning for grad school</td>
<td>• Posting of career resources</td>
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<td>• Special event such as “Mentoring Breakout Session” or off-site event (e.g., publisher with author)</td>
<td>• Graduate student dinner</td>
<td>• “Business Meeting” posting</td>
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<td>• Graduate student dinner</td>
<td>• Section conferences</td>
<td>• “Emerging Leaders in Anthropology Program”</td>
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<td>• Section conferences</td>
<td>• Mentoring discussions for students of color, LGBTQ</td>
<td>• Grad student lunch workshop</td>
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<td>• Local Practitioner Organizations</td>
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<td>• “Editorial Intern Program”</td>
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Mentoring activities may be part of an ecology that supports, enables, or enhances mentoring

Mentoring

- **Negotiated interaction between at least two individuals** is necessary: a mentor providing guidance and a mentee seeking such advice
- **Customized discussion** is designed to address questions/concerns relevant to the mentee
- **Educational planning, career development, or job-related topics** are typically focus areas for mentees
- **Relationships** may range from one-time-only interactions to an extended long-term relationship

Supports for Mentoring

- **Workshops, panels, webinars, and other sessions** on topics such as career development and skill building that are led by experts to benefit many – including mentees – but not customized for particular individuals
- **Print, on-line, audio, and video resources** made available to members and accessible on an “as-needed” basis
- **Opportunities to present or serve in a leadership role** can often help members to access a wider support network
- **Financial support** to attend conferences can enhance mentoring
- **Individually-oriented mentoring** has the potential to lead to or follow from some form of mentoring support
There is no single set of AAA “best practices” for mentoring that is consistently recognized as effective across the AAA

- Mentoring literature identifies strategies or approaches that are considered successful
- AAA and individual Sections have put in place promising or successful mentoring strategies
- Examples that follow are not assumed to be exhaustive but are considered by the Sections highlighted to be effective in mentoring or mentoring support activities
- While existing mentoring activities have benefited from mentor and mentee feedback, formal evaluations in the future may lead to the establishment of best practices
Selected Mentoring Examples

1. Society for Visual Anthropology
2. Council on Anthropology and Education
   A section of the American Anthropological Association
3. NAPA
   NATIONAL ASSOCIATION FOR THE PRACTICE OF ANTHROPOLOGY
4. aba
   association of black anthropologists
5. American Anthropological Association
   FOUNDED 1902
• Mentoring audience: Young scholars and those training for professional careers

• **Mentoring**
  – SVA Mentor Program
  – Emerging Leader in Anthropology Program (with NASA)
  – Mentoring Breakout Session at annual meeting (SVA-initiated with AAA)

• **Mentoring support**
  – Subsidy for Workshop presenters at annual meeting

• Perceived indicators of success
  – No formal evaluation in place
  – Informal input via questions from mentors to mentees: “Have I helped?”
• **SVA Mentor Program** (2012 - present): 7 SVA members listed on website as potential mentors for students interested in studying and practicing Visual Anthropology; contact ranges from one-time only to a few months

• **Emerging Leaders in Anthropology Program** with NASA (2014 - present): Receive training in AAA and NASA governance and contemporary issues in visual anthropology, mentoring, opportunity to work on a professional training paper, and stipend to attend annual meeting

• **Mentoring Breakout Session** with AAA at annual meeting (2013 - present): SVA President developed idea for SVA but then partnered with AAA Staff to have mentoring available for any student at annual meeting; long-term plan is for AAA to manage this program

• **SVA Workshops** at annual meeting (ca. 2011 - present): Workshops are viewed as a way of mentoring so SVA offers small subsidy to presenters
• Guidelines for making the most of SVA mentoring interactions should be developed and made available on SVA website

• Establishing more formal mentoring outcomes (e.g., work on dissertation, book chapter) would be useful

• SVA Mentor Program can be used to make contacts, get into appropriate networks, learn about opportunities or resources, and get advice (e.g., on proposal, paper)

• SVA Mentor Program is particularly important for students whose home institutions have no visual anthropology expertise
• Mentoring audience: Junior scholars, graduate students

• Mentoring
  – CAE Presidential Fellows Program
  – “Works-in-Progress” Session at annual meeting
  – Students of Color and LGBQT Mentoring at annual meeting

• Mentoring support
  – Sessions/special events/reception at annual meeting
  – Some travel stipends to annual meeting
  – Program work

• Perceived indicators of success
  – Initiating survey of fellows and mentors in CAE Presidential Fellows Program
  – Increase in membership and number of proposed sessions and special events by young scholars and students
• **Concha Delgado Gaitan CAE Presidential Fellows Program** (2010 - present): Pairs 5-7 fellows with experienced CAE scholars for one year; provides a circle of support at annual meeting; fellows receive travel stipend to annual meeting

• **“Work-in-Progress” Session** at annual meeting (ca. early 1990 - present): About 20 experienced researchers meet with an equivalent number of those seeking feedback on an unfinished project

• **Students of Color and LGBQT Student Mentoring** at annual meeting (ca. 2004 - present): Open to all students with 15-20 attending, along with a few experienced scholars
• **New Member Welcome Reception** at annual meeting: Hosted by current CAE leaders and long-time members

• **New Scholar Invited Poster Session** at annual meeting (ca. 2004 - present): About 20-25 posters were on display in 2012 and 2013

• **All Committee Meeting** at annual meeting: 80-90 attendees (in conjunction with the Welcome Reception) discuss session ideas for the subsequent year, meet those who have similar interests, and learn to navigate the submission process

• **Graduate Student Committee** organizes special events of interest to graduate students and new scholars

• A few **travel stipends** to annual meeting for first-time presenters

• Individual graduate students recruited for **program work**
- One single mentoring effort is unlikely to reach all who might benefit from mentoring

- Many young scholars would benefit from CAE mentoring but travel stipends to annual meeting are limited; a major fundraising effort has been launched to raise funds

- 2004 was an important year with CAE recognizing that it needed to
  - Become more proactive in mentoring new scholars of color
  - Make CAE more open and transparent to all new members

- Important to conduct a systematic evaluation of CAE mentoring activities to document their effectiveness, who is being reached, and how such activities could be improved; that effort is now underway
• Mentoring audience: Students interested in professional careers, new professional anthropologists, professional anthropologists changing practice areas, and academic anthropologists transitioning to practice

• Mentoring
  – Mentor Match Program
  – Instant Mentoring at annual meeting
  – NAPA/AAA Careers Expo at annual meeting

• Mentoring support
  – Listserv, webinars, podcasts, social media, and other offerings
  – Workshops, roundtables, sessions, and special events at annual meeting

• Perceived indicators of success
  – Growth in the number of anthropologists served through various activities
  – Evaluation plan and protocol* for Mentor Match Program underway, designed by graduate class at the University of North Texas under direction of Susan Squires, Ph.D.

* See Appendix B for Focus Areas
Current Forms of Mentoring

- **Mentor Match Program** (1990 - present): Provides information about training and preparation for professional careers; pairs professional anthropologists with graduate students and others seeking a long-term relationship (i.e., 6 months or longer)

- **Instant Mentoring** (2003 - present): Pairs a professional and a student for a brief career discussion at the annual meeting

- **NAPA/AAA Careers Expo** (2006 - present): Brings together professional anthropologists from diverse career paths with students, academics, and new professionals to talk about the uses of anthropological skills at the annual meeting
Integration of **Mentor Match Program** and **FAQs** in 2013

**Phase I**
- Information Gathering
- 106 student or new professional inquiries (2013)

**Phase II**
- Reply from coordinator
- Subsequent inquiries and replies between 66 mentees and coordinator

**Phase III**
- Coordinator tasks:
  - Request for potential mentors for specific mentee
  - Review and selection of mentor

**Phase IV**
- Launch of mentor-mentee relationship

Referral to FAQs

http://practicinganthropology.org/careers/mentoring/mentoring_faq/

66 mentor/mentee pairs resulted
Mentoring Support Initiatives

- **FAQs** on applied anthropology/careers (2012; updated 2014)
- **Practice-Oriented Webinars** as part of AAA Webinar Wednesdays (2014 - present)
- **Podcast Series on Careers** (2014 - present)
- **Career Profile Blog** (2013 - present)
- **PraxAnth listserv** (2013 - present)
- **EPIC Conference** (2004 - present)
- **NAPA Video** – *Anthropologists at Work: Careers Making a Difference* (1994)
- **NAPA Workshops, Roundtables, and Special Events** about careers/career development (1987 - present)
- Member involvement in **Local Practitioner Organizations** (LPOs) in selected U.S. cities (1983 - present)
Integration of NAPA’s Mentoring Efforts

• Mentoring activities oriented to career development are particularly useful when employment opportunities change and “reinvention” is required.

• Making available a variety of mentoring services and resources helps many people, improves likelihood of impact, and establishes an archival record for continuous improvement.

• Mentoring can be done virtually – and effectively – and is intended to be used in conjunction with other sources of guidance.

• Mentoring inquiries declined by 1/3 (2012-13) when FAQs were published.

• About 90% of inquiries do not necessitate long-term mentoring.

• Counterproductive to have a pool of pre-selected mentors; better to identify an appropriate mentor based on mentee’s needs.
Integration of NAPA’s Mentoring Efforts (cont.)

- Mentor Match Program performs a range of functions from responding to one-time inquiries to providing a mentee with a long-term mentor
  - Use one coordinator to help standardize the process and improve efficiency
  - Require mentee to initiate contact to increase number of serious requests
  - Have coordinator reply (ca. within 24 hours) with a customized response requesting more detail on what mentee is looking for and mentee’s resume, sharing some information on the coordinator, and asking mentee to consult the FAQs
  - Expect mentees to use coordinator’s first name to help reduce status differences
  - Use only email to communicate until longer-term mentor is assigned
  - Guard the confidentiality of each mentee
  - Keep log and correspondence files up to date to facilitate subsequent discussions
  - Ask newly-paired mentor and mentee to determine an initial focus and schedule for their discussions
Mentoring audience: Junior scholars (i.e., undergraduate or graduate students)

Mentoring

- “Works-in-Progress Mentoring Program” at annual meeting
- Large Group Mentoring Session at annual meeting

Mentoring support

- Meet and Greet at annual meeting

Perceived indicators of success

- No formal evaluation in place although ABA has reviewed its practices and made revisions
• **“Works-in-Progress Mentoring Program”** at annual meeting (2009 – present): Pairs senior scholars with junior scholars who seek feedback on a work-in-progress (i.e., 7-10 page paper); single coordinator matches the pairs based on similar research, interests, and geographic locations; paper is shared and pair meet to discuss it at the annual meeting; number of participants range from 10-14 junior scholars and 7-10 senior scholars

• **Large Group Mentoring Session** at annual meeting (2009 - present): Topics covered include job search, cover letters, building self-esteem as scholars of color, fellowships, post docs, building support and mentoring networks, publishing, job market, tenure, approaches to the academic job market, and work-life balance; participants included 23 junior scholars and 8 senior scholars in 2013

• **Meet and Greet** at annual meeting: Informal conversations between junior and senior scholars
• Continue to issue a “Call for Submissions” for the Works-in-Progress Mentoring via the ABA listserv and Facebook site

• Disaggregate the Works-in-Progress Mentoring from the Meet and Greet because of confusion about whether members could participate if they did not have a project to share

• Build on the Work-in-Progress, Meet and Greet, and Large Group Mentoring Session by adding a new roundtable “topic” format (2014) where the focus will be on gaining and maintaining mentorship as graduate students, junior faculty, and beyond
• Mentoring audience: Anthropologists early in careers

• **Mentoring: Leadership Fellows Program**

• Perceived indicators of success
  – Evaluation results from 2013 exit survey conducted with fellows and mentors
  – Evaluation results from interviews with 2009-12 fellows

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**2013-14 Fellows**

- Santiago Guerra
- Samantha Gottlieb
- Nicole Truesdell
- John Millhauser
• **Leadership Fellows Program** (2009 - present): Selected AAA leaders serve as mentors for about 6 months prior to the annual meeting to 3-5 fellows interested in AAA leadership opportunities

  – Fellows interact with their mentors via phone and/or SKYPE in the months leading up to the annual meeting, learning about AAA governance and receiving mentoring related to career development

  – Program culminates for both mentors and fellows at the annual meeting (for which fellows are awarded a stipend) where they participate in meetings of the Executive Board, Association Committees, and Section Committees, attend the AAA Donors’ Reception, and interact with members of the AAA leadership

  – Fellows also attend Leadership Fellows Social which brings together past and current fellows and often enables peer-to-peer mentoring

* See Appendix B for Current Evaluation Protocol
• Leadership Fellows Program has led to election of 2 fellows to 3-year terms (2013-16) on the Committee on Gender Equity in Anthropology and the Committee on World Anthropologies, respectively

• Interview and exit survey results have led to program improvements (e.g., monthly discussions between mentors and fellows prior to annual meeting, improved promotion of the program)

• Fellows overwhelmingly cited networking opportunities as the greatest program benefit (with their mentors and other fellows), as well as guidance from a seasoned anthropologist and knowledge of leadership opportunities

• Mentors gain insights from a diverse new generation of anthropologists and their participation in Sections and Committees

• Program description and criteria were modified to include professional as well as academic anthropologists, and MA graduates as well as PhDs (2014)
Other Mentoring Considerations
Other factors are not usually explicit in current mentoring conceptualizations within the AAA

- **Simultaneity**: Working with more than one mentor at the same time

- **Stage in the life cycle**: Working with one or more mentors at any life stage

- **Diversity**: Working with one or more mentors with different work and life experiences

- **Asymmetrical power relationships**: Can be an impediment to those who would like to seek mentoring from seasoned anthropologists

- **Best practices**: Purposely identifying and adapting current best practices for mentoring from the literature or other organization/institution
AAA Pilot Grant Program
AAA has a pilot grant program to fund Section mentoring activities

- Program begins in **FY 2016**
- $5,000 per year for 3 years ($15,000 total) to fund mentoring activities by Sections
- Funding to be awarded by Section Assembly Executive Committee based on grant applications submitted by Sections
- Grant awards up to $1,000 for individual Sections, or $2,500 for consortia of two or more Sections
- Criteria for review include number of individuals served, quality and depth of the mentoring experience offered, creativity or innovation of the proposed project, and demonstrated commitment to mentoring efforts
- Funds awarded based on applications submitted in March for subsequent year

*(Program was approved by the AAA EB in 2014 and based on a CAE proposal; more information available soon!)*
Summary and Conclusions
Summary

• Mentoring and mentoring-support activities within the AAA have specific areas of focus
  – Academic-career and skill development
  – Professional-career and skill development
  – Association leadership

• Sections vary in whether they offer mentoring, and in how many different types of mentoring and mentoring support activities they offer

• Mentoring and mentoring-support are complementary and self-reinforcing strategies for helping anthropologists and anthropologists in training become effective in their employment choices
Summary on Mentoring

• Mentoring, in which a more experienced person provides guidance to someone less experienced, is not “an integral part” of AAA culture as recommended in the literature
  – Only a few Sections and the AAA have well-documented mentoring programs on their websites
  – When mentoring occurs in the remaining Sections, it is most likely done informally

• Mentoring exhibits key features
  – May occur on a one-time only basis or extend into an elongated future
  – Can lead to a long-term relationship (i.e., many months)
  – Occurs virtually as well as in person at the annual meeting, Section meetings, other professional meetings (e.g., LPOs), and in other venues
  – Often complemented by networking, suggestions for accessing certain resources (e.g., material in print, on-line), and participation in various AAA- or Section-sponsored activities (e.g., workshops, dinners)
  – May result in various forms of mentoring support (e.g., introduction into new networks)
Summary on Mentoring (cont.)

• With 24 years of experience, continuity of leadership, a well-defined process, and (largely) virtual mentoring, NAPA’s Mentor Match Program offers a robust and inexpensive alternative to face-to-face mentoring at the annual meeting.

• Other models of mentoring are taking on greater prominence, especially peer-to-peer mentoring (e.g., professional anthropologists seeking guidance on changing practice areas, graduate student dinners).

• More feedback is required to gauge the purpose and relative value of
  – Long-term and one-time-only mentoring interactions
  – Long-term and one-time-only mentoring interactions, and other mentoring activities (e.g., workshops, student-oriented sessions)
  – Connections made through mentoring-support activities (e.g., networking event, service on a committee or board, listserv discussion)
  – Peer mentoring activities
  – Joint projects (e.g., Section, Committee) in which senior anthropologists work with junior anthropologists

• Formal evaluations of mentoring are not in place across the association, although the AAA now assesses its Leadership Fellows Program and NAPA and CAE are in the process of designing evaluation plans and protocols.
Summary on **Mentoring Support**

- Mentoring-support activities vary by section, with student competitions and awards the most common form.

- These activities, which offer new knowledge, skill-building, and networking opportunities, are a vital part of an anthropologist’s training and development.

- Resources available on-line, via podcasts and video, and through networking sites also provide valuable forms of mentoring support, although they are not well understood or evenly utilized across Sections.

- Formal evaluations of mentoring-support activities are not in place across the association, although some Sections secure written and/or verbal feedback from participants.
Conclusions

• Mentoring is a critical mechanism in the ongoing educational and career development of anthropologists.

• It is especially important during transition periods such as completing a degree – whether a doctoral, MA, or BA program – or changing career/practice-area focus (e.g., academic to user researcher, organizational-culture consultant to program administrator)
  – Mentors associated with student training may not be as available to their former students after those students have graduated
  – Prospective mentees may not have access to new networks of support

• AAA and Sections have demonstrated interest and creativity around the design and execution of their mentoring and mentoring-support activities.

• Awareness of existing mentoring and mentoring-support activities has the potential to lead to
  – Adoption/adaptation of these activities by other Sections
  – Potential partnerships across Sections on innovative mentoring and mentoring-support initiatives
Conclusions (cont.)

• Much of the variation in, and “ownership” of, mentoring and mentoring support reflects key association weaknesses including
  – A silo-ed association culture with insufficient sharing across Section boundaries
  – Inefficiencies in development time and effort, as well as in execution
  – Unequal access to mentoring and mentoring-support activities by association members as a whole
  – Lack of a clear protocol (within the association as a whole) for developing mentorship relationships either for mentees or mentors

• It is difficult to improve mentoring and mentoring support without
  – An assessment of what members seek – either association-wide and/or within each Section
  – An evaluation of the mentoring and mentoring-support activities in which members currently participate and in which they would like to participate in the future
References

Appendices
Appendix A: Association Abbreviations Cited

- CSAS – Central States Anthropological Society
- SPA – Society for Psychological Anthropology
- AQA – Association for Queer Anthropology
- SVA – Society for Visual Anthropology
- CAE – Council on Anthropology and Education
- ALLA – Association of Latina and Latino Anthropologists
- NAPA – National Association for the Practice of Anthropology
- AAA – American Anthropological Association
- ABA – Association of Black Anthropologists
- NASA – National Association of Student Anthropologists
Appendix B: Mentoring Program Evaluations

Key Areas of Focus

• NAPA Web Site
  – Mentor Program Content: Extent of satisfaction
  – Mentor Program Process: Navigation (e.g., ease of use)

• Mentor Program Email: Inquiry – Response
  – With advanced degrees in anthropology
  – Non-professionals / undergraduates or those with non-anthropology degrees

• Mentor Matches
  – Mentee knowledge about and satisfaction with Mentor Program
  – Mentor knowledge about and satisfaction with Mentor Program
Appendix B: Mentoring Program Evaluations

Program Evaluation via Interviews

• What have you been doing since you completed the Leadership Fellows program?
• Can you briefly describe your current position?
• What are you most proud of having accomplished so far in your career?
• Was there anything in particular about the Leadership Fellows program that helped prepare or quality you for this position?
• What role do you think recent graduates can play in the leadership of the AAA?
• Do you still keep in touch with anyone from yours or another cohort of fellows?
• What advice would you give to recent graduates who are just starting their careers as anthropologists?
• Is there anything you would have liked to have seen done differently with the program, or would suggest could help it to continue to improve?
Appendix B (cont.)

Program Evaluation via 2013 Exit Survey

Mentors and Fellows:
Rate your experience (5-pt. scale)
• Achieving stated objective of the program
• Interaction with your fellow or mentor prior to and following annual meeting
• Use of annual meeting to review features of AAA (e.g., public affairs, governance, finances)

Describe
• Your expectations for the program
• Efficacy of the program in meeting your expectations
• Suggestions for improving the program

Fellows:
Additional questions for fellows to rate:
• Interactions with other fellows at annual meeting
• Likelihood of remaining in contact with other fellows
• Satisfaction with program aspects (e.g., EB Meetings, Awards ceremony communication with mentor)